**Correlation between the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the Wisconsin Teacher Standards, &**

**the Danielson Framework for Teaching**

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| **InTASC Standard** | **Wisconsin Teacher Standard** | **Danielson Framework Component(s)** |
| **#1. Learner Development**  The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | #2 Teachers know how children grow. | **Planning and Preparation**  1b: Demonstrating Knowledge of Students  1c: Setting Instructional Outcomes.  1e: Designing Coherent instruction  **Instruction**  3c: Engaging Students in Learning |
| **#2: Learning Differences.**  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | #3 Teachers understand that children learn differently. | **Planning and Preparation**  1b: Demonstrating Knowledge of Students |
| **#3: Learning Environment**  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. | #5 Teachers know how to manage a classroom. | **Classroom Environment**  2a: Creating an Environment of Respect and Rapport  **Instruction**  3c: Engaging Students in Learning |
| **#4: Content Knowledge.**  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. | #1 Teachers know the subjects they are teaching. | **Planning and Preparation**  1a: Demonstrating Knowledge of Content and Pedagogy  1e: Designing Coherent instruction  **Instruction**  3c: Engaging Students in Learning |
| **#5: Application of Content.**  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | #4 Teachers know how to teach. | **Instruction**  3a: Communicating with Students  3c: Engaging Students in Learning  3f: Demonstrating Flexibility and Responsiveness |
| **#6: Assessment.**  The teacher understands and uses multiple methods of  assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacherʼs and learnerʼs decision making. | #8 Teachers know how to test for student progress. | **Planning and Preparation**  1f: Designing Student Assessments  **Instruction**  3d: Using Assessment in Instruction |
| **#7: Planning for Instruction.**  The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | #7 Teachers are able to plan different kinds of lessons. | **Planning and Preparation**  1b: Demonstrating knowledge of students  1e: Designing coherent instruction |
| **#8: Instructional Strategies.**  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | #4 Teachers know how to teach.  #6 Teachers communicate well. | **Instruction**  3b: Using Questioning and Discussion Techniques  3c: Engaging students in learning |
| **#9: Professional Learning and Ethical Practice.**  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | #6 Teachers communicate well.  #9 Teachers are able to evaluate themselves | **Professional Responsibilities**  4a: Reflecting on Teaching  4e: Growing and Developing Professionally  4f: Showing Professionalism |
| **#10: Leadership and Collaboration.**  The teacher seeks appropriate leadership roles and  opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. | #10 Teachers are connected with other teachers and the community. | **Professional Responsibilities**  4c: Communicating with Families  4d: Participating in a Professional Community  4f: Showing Professionalism |